

WOMEN'S HISTORY MONTH
Resources for your classroom. /pg 6



MEDIOCRE KIDS!
They are important and need the attention. /pg4



Racial Gaps in High School Graduation Rates are Closing /pg3



MULTICULTURAL NEWS



WWW.EDUCATION.NE.GOV/MCE

MARCH

2015

Elementary Secondary Education Act (ESEA) Flexibility: Nebraska's Waiver from NCLB
<http://goo.gl/biua7B>



AQuESTT for Nebraska...emPOWERED by Data Conference
scheduled for April 27-28, 2015, Kearney, NE.
See more on page 10

Nebraska State Board of Education's highlights from March 2015 meeting.
<http://goo.gl/c7OLjv>

State of the Schools Report 2013-2014
How does your school rate within your district, region or state?
<http://goo.gl/hfmylb>

DIVERSITY CONNECTION IS DIGITAL

View the videos, more interaction, more news and forms...all at your fingertips
<https://sites.google.com/a/education.ne.gov/diversityconnectionmar2015/>

Trouble Focusing? New Checklist Can Help

....Were you one of the many parents who ended 2014 feeling a little concerned about their child's attention span? You're not alone. I received nearly 30 emails last month from parents who said they were frustrated by how easily their child seemed to "give up" or "just complain" during homework time. These parents were looking to make a change in 2015, but didn't know where to begin.

"Concentrated focus" is really the best place to start. It is one of the

core chapters in the new book, *The Learning Habit*, based on three years of research out of [Brown University School of Medicine](http://goo.gl/B2BuLt).

When kids have difficulty focusing on written or auditory material, sitting still for more than a few minutes, and waiting for their turn to speak -- school and homework are incredibly frustrating.

The ability to sit and focus, for a specific period of time, is a skill that can be developed. This skill requires some careful finesse in the way it is explained to children. *Read more at the link below.*

Rebecca Jackson
The BLOG <http://goo.gl/B2BuLt>
Brown University Study:
<http://goo.gl/3FkHHA>

SEPA invited students to a PHUN DAY

It's your body, how does it work? SEPA (Science Education Partnership Award, part of the University of Nebraska Medical Center), hosted the 2015 PHUN DAY. Native American youth from Nebraska and South Dakota converged on So. Sioux City for nine rotating stations of PHUN.



Photos:
Sioux City Journal. Com
<http://goo.gl/CeAqbX>

Article:
University of Nebraska Medical Center
<http://www.unmc.edu/news.cfm?match=16633>

News Video
Siouxland News
<http://goo.gl/CJplZz>

Diversity Connection
CAREER CONNECTION



WWW.EDUCATION.NE.GOV/MCE

Working with parents: Building Relationships for Student Success

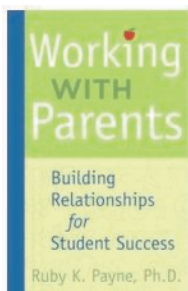
Ruby Payne, PhD.

ISBN 978-1929229628

What to do when parents set the rules that their children will follow at school? Rules that often don't make sense in your classroom.

Learn to respond effectively to various types of parenting styles and help students in your classroom succeed. Visit this site and watch Rita Pierson's dramatic and funny video of "My Mamma Said."

<http://goo.gl/Z8lPPk>



Education Occupation to Grow by 20%

By 2020, employment in the professional end of education will increase 19%, or rank 5th out of the top ten occupation categories. This rating is behind SEM 25%, social services at 30% and healthcare at 22%. <http://goo.gl/epdJxB>

The Newest Blog From the Equity Alliance!

"Beyond the Color of Discipline: Radical Possibilities for Culturally Responsive School Discipline"

by Aydin Bal <http://www.niusileadscape.org/bl/aydin-bal/>

Racial disproportionality in school discipline is a persistent, complex systemic problem. It demands persistent, complex systemic solutions. Disproportionality is a symptom of larger structural problems and the racial opportunity gaps from health care, to law enforcement, to housing, and education. Understanding the racialized educational outcomes (e.g., suspension/expulsion, special education identification, academic achievement, and drop out) is critical but not enough.

If we only focus reform efforts on tracking and changing outcomes, we may end up with over simplistic explanations for the racial disproportionality problem: Either practitioners have racial prejudice or students of color have more behavioral problems. Therefore, the remedies focus on changing the minds of individual practitioners and/or students of color. Want to learn more?

Aydin Bal is an assistant professor of special education at the University of Wisconsin—Madison. Professor Bal studies racial disproportionality and capacity building in local education agencies for systemic transformation.

Just Mercy: A Story of Justice and Redemption

Review by Steve Van Bockern,
Reclaiming Youth

READ entire review at
https://www.reclaiming.com/content/Just_Mercy

Just Mercy ISBN 13-978-0812994520

to read as any legal thriller, and it explains what happens when revenge and retribution replace justice and mercy. I agree.

I was ready for his book. Along with others in the Reclaiming organization, I've been involved in a number of juvenile transfer and sentencing hearings and trials of children in the adult courtroom. I've become discouraged with a legal system that doesn't seem to always work well for kids,

Continue page 8

I first heard Bryan Stevenson speak on the *Daily Show*. He was promoting his book *Just Mercy: A Story of Justice and Redemption* (2014). You can find the extended interview at <http://thedailyshow.cc.com/extended-interviews/dmnaja/bryan-stevenson-extended-interview>. I was impressed with what Bryan shared in that interview. I was impressed with Bryan's sense of self and the authority he commands through his personal and professional experiences. Desmond Tutu said the book is as gripping

RaU.S. high school students overall are graduating at a rate higher than ever before, and [new data](#) from the Department of Education show the same is true for minority students. Nearly every racial and ethnic subgroup has seen a growth in graduation rates that outpaces that of white students – a sign that the achievement gap is incrementally closing.

The graduation rates for black and Hispanic students increased by 3.7 and 4.2 percentage points, respectively, in two years, compared with 2.6 percentage points for white students, the department said Monday. American Indian students, as well as students from low-income backgrounds, those with limited English-language proficiency and students with disabilities saw graduation rates increase at a faster pace than

the rate of white students overall, as well as faster than the national average. Only Asian/Pacific Islander students saw slower graduation growth than white students.



[READ: [U.S. High School Graduation Rate Hits All-Time High](#)]

The largest gains occurred among American Indian students. In the 2010-11 school year, the group had a graduation rate of 65 percent. By 2012-13, the graduation rate was 69.7 percent – a two-year increase of nearly 5 percentage points.

Although the nation's

overall graduation rate [reached an all-time high of 81 percent](#) in the 2012-13 school year, white students still graduate at a much higher rate than most other subgroups, at 86.6 percent. Asian/Pacific Islander students comprised the only subgroup with a higher graduation rate than white students, at 88.7 percent in 2012-13. The national graduation rate increased from 79 percent in 2010-11 to 81 percent in 2012-13.

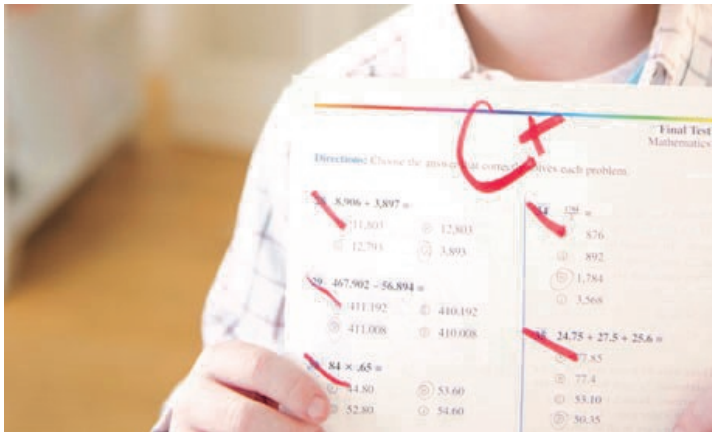
Racial Gaps in High School Graduation Rates are Closing

Allie Bidwell
March 16, 2015
U.S. News
READ entire article
<http://goo.gl/iQcykP>

Don't Forget the Mediocre Kids!!

Teaching Community Blog
<http://goo.gl/P9PhND>

"A few days ago, I posted this on Facebook, 'Teacher thought for the day..... If I grew up exactly like my student did, with the same advantages and disadvantages, the same parents, the same life, I would act the same way they do. Sure, as we get older, we can choose the person we want to be. But, until we are 'done' we are a product of our environment and experiences. So, show some extra patience and love to one who seems unlovable...' I guess this hit home because when I was in school I always felt like the unlovable one. I was



never the popular kid and I wasn't the smartest. Both of these got lots of attention from the teachers. I also wasn't the dumbest because this person also got the teacher's attention. The worst behaved, of course, got lots of attention from the administration. So I guess I equated attention with love. Since I was the mediocre kid who tried very hard to blend into the woodwork, I didn't get a lot of

attention and so I guess I felt unloved.

Then you had the kids who were popular among the students and they got lots of attention from the wannabes. You know these kids, they want to be just like the popular kids. But I wasn't even in the wannabe circles. There were also kids who liked to rebel against the norm and they got their share of the attention from other students too. Of course, my parents would have killed me if I tried to rebel because they expected me to be a good, quiet girl who does what she is told.

Then you had the outcasts who were ridiculed by their fellow classmates. And of course, I wasn't even strange enough to be considered an outcast. So, once again, I blended into the woodwork, even among my classmates and felt unloved here too.

I'm not saying that I was miserable but I remember feeling like I was always looking in from the outside. I couldn't have explained it to anyone at the time but I can still remember the feeling as if it was yesterday. I wanted to be popular and smart and loved by the teachers but I knew it wouldn't happen. I had friends and that helped but I think we bonded together because we all kind of felt the same way.

Then I went on to a university far away from home, where no one knew me. I knew this was my chance to start new and create a new me. I really wanted to change the way I felt and how others saw me. But I really didn't do this because it wasn't in me. I finally realized that I was the person I was and needed to accept myself before others could.

These feelings and awareness and acceptance also helped me be a better teacher. I realized there were a lot of students out there just like me. This was my chance to make a difference. I spent my career looking for these students. I wanted to find the ones who didn't stand out, who was the most popular, the most trouble, the smartest, the most in need of help and find the ones who thought they blended in with the woodwork. This was my chance to make a difference. I like to think that I found some of these students and I made an impact in their lives. I hope that other teachers will remember these students when doling out the attention and praise. It really is important even if a student doesn't show it.

Do you do this? If so, what are some things you do to include this kind of student into your circle of attention?

Diversity Connection
COMMUNITY CONNECTION



WWW.EDUCATION.NE.GOV/MCE

Winnebago earning RESPECT

**Its more than a basketball program
How racism can affect a school...the
community**

For the first time, Mathew looked up at his home crowd. The faces that watched him grow up. The faces that followed the team to little gyms across northeast Nebraska. The faces that devoted a weekend to chase Winnebago's first state championship in 75 years.

But for every potential distraction, there was a piece of motivation.

The state tournament wasn't just basketball to Winnebago, it was a mission to earn respect off the reservation. (1)

Three nights earlier, Barry had attended Winnebago's subdistrict final. He witnessed the best dunk he'd seen all year — "That was worth the price of admission right there." He noticed the buzz around the region. Even casual basketball fans were talking about the state's best Native American high school team in decades.

Saturday, March 14, Winnebago Public Schools won their first state basketball tournament since the 1940s. What they learned was not only skills but how to overcome racism and turn it to respect. Below are excerpts and links to articles of a few impressive individuals.

How did it happen? How did Winnebago play its best when it mattered most? Back home, the Winnebago tribal council is in shambles following corruption allegations. Two weeks ago, a popular Winnebago teacher died of cancer. Point guard Cory Cleveland's father has been in the hospital for two

Congratulations Winnebago Boys Basketball Team 2015 C1 State Champions

Lance Morgan sees progress all over the community. But this basketball team is a shining light. We're not done yet. Take a step back and think about that. For generations, Morgan said, Winnebago was a "desperately poor community." Opportunities were few. Expectations were low. It created a crisis of confidence. But these basketball players grew up in a more vibrant town, Morgan said.

Read the series of articles

Dirk Chatelain/
Omaha World Herald staff writer.

<http://goo.gl/MtGrS6>
<http://goo.gl/Av7rTz>
<http://goo.gl/qSBIWD>



Diversity Connection
EDUCATIONAL RESOURCES CONNECTION



WWW.EDUCATION.NE.GOV/MCE

Weaving the Stories of Women's Lives

30th Anniversary of Women's History Month

National Women's History Project announced the 2015 National Women's History Month Honorees.

To read full bios and read about additional honorees, visit their site at <http://www.nwhp.org/2015-national-womens-history-month-honorees/>

Additional honorees

Polly Welts Kaufman
 (1929-Present)
 Writer, Teacher, Activist

Lynn Sherr
 (1943-Present)
 Broadcast journalist and author

Judy Yung
 (1946-present)
 Oral Historian, author, professor

Darlene Clark-Hine
 (1947-)
 Historian and Educator

Holly Near
 (1949-Present)
 Singer, Songwriter, Social Activist

Vicki L. Ruiz
 (1955-)
 Educator, Pioneer in Latina History



Delilah L. Beasley (1867-1934)
Historian and Newspaper Columnist

At her memorial service, which was a testament to her life-long crusade for justice, all attending stood and made the following pledge— *Every life casts its shadow, my life plus others make power to move the world. I, therefore pledge my life to the living work of brotherhood and material understanding between the races.* Delilah L. Beasley was the first African American woman to be regularly published in a major metropolitan newspaper and the first author to present the history of African Americans in early California.



Gladys Tantaquidgeon (1899-2005)
Mohegan Medicine Woman, Anthropologist, and Tribal Elder

In my early years, I wasn't aware that time was going so rapidly ... later I realized many of our old people were dying and their knowledge went with them. Something had to be done to preserve a record of their way of life. My goal has always been that this information ... be passed on to future generations.
 Gladys Tantaquidgeon

Gladys Tantaquidgeon's life spanned the entire 20th century. She grew up in the Mohegan community (Uncasville, Connecticut) learning traditional practices, beliefs, and herbalism. She only completed grade school but at age 20 she took the opportunity to study anthropology at the University of Pennsylvania. She completed extensive field research on east coast Indian tribal cultures and herbal medicines and published several books based on her research. In 1931, she co-founded Tantaquidgeon Museum with her brother and father; it remains the oldest American Indian owned museum in the U.S.

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Weaving the Stories of Women's Lives

30th Anniversary of Women's History Month



Eleanor Flexner (1908-1995)

Historian and Independent

*"In the end all women and all men can only benefit from the more truthful and balanced image of women which will emerge from history where they are shown to have been actively involved in shaping their own destiny and that of the country." Eleanor Flexner 1975 Preface to **Century of Struggle***

Eleanor Flexner's groundbreaking 1959 book **Century of Struggle: The Women's Right Movement in the United States** marked her as a pioneer in the field of women's studies. In this landmark publication Flexner relates women's physically courageous and politically ingenious work for the vote to other 19th- and early 20th-century social, labor, and reform movements. Most importantly, she includes the importance of the campaigns for equal education, the abolition of slavery, and the advocacy of temperance laws.

Smithsonian has dedicated an entire site full of biographies, videos and audio.

<http://womenshistorymonth.gov/>

10 Key Events in Women's History

A slide show presented by the Hearld.com newspaper, Decatur, Illinois

<http://goo.gl/XvdF7V>

"....Whereas American women of every race, class, and ethnic background helped found the Nation in countless recorded and unrecorded ways as servants, slaves, nurses, nuns, homemakers, industrial workers, teachers, reformers, soldiers, and pioneers; Whereas American women have played and continue to play"
Public Law 97-28, August 4, 1981

VisionMaker

Women's History Month Videos

<http://www.nativetelecom.org/>

Horse Tribe. Legendary as one of America's greatest horse tribes, the 21st century Nez Perce decided to bring horses back to their land and lives with the unlikely help of a charismatic Navajo horseman, Rudy Shebala.

Horse Tribe is an epic story about the connection of human to animal, history to life, individuals to community, grief to resolve, and values to action.

LaDonna Harris: Indian 101. This Women's History Month, inspire your class with the story of LaDonna Harris (Comanche). Harris helped convince the Nixon administration to return sacred ground to the Taos Pueblo Indians of New Mexico, in 1970 founded the Americans for Indian Opportunity and became a vice-presidential nominee in 1980. Educational resources are included.

Brooklyn & Back: A Mohawk Journey. If J.K. Simmon's **Oscar Speech** convinced you to call your mom, **To Brooklyn & Back: A Mohawk Journey** will make you want to sit down and have a real conversation with your mother, as well as your grandmother, to learn about them, their families, and their lives. Educational resources included.

Native Daughters Curriculum Guide and iBook
<http://www.education.ne.gov/mce>

Museum of Nebraska Art presents,

**Scenes of a 19th Century Journey:
Paintings by Alfred Jacob Miller
March 10 – June 21, 2015**

Alfred Jacob Miller (1810-1874) was the first artist to travel what was to become the historic Oregon Trail, the first to depict the landmark Chimney Rock, and the first to witness one of the annual Rendezvous of mountain men, trappers, and their Indian allies. Under the patronage of Scotsman William Drummond Stewart, their 1837 trip passed through today's Kansas, Nebraska, and into Wyoming, providing Miller with a wealth of sights which he sensitively rendered on the spot. Twenty-six of these original artworks illustrate a compelling story of the places and people of the early West.

Exhibition Reception

Saturday, April 4, 2015 • 6:00 – 8:00 p.m.

Presentation by Peter Hassrick • 6:30 p.m.

Peter H. Hassrick, a writer and independent American Art scholar who focuses on the West, is Director Emeritus and Senior Scholar at the Buffalo Bill Center of the West in Cody, Wyoming, where he served as Executive Director from 1976 to 1996. His other positions include, Petrie Institute of Western American Art, Denver Art Museum, Charles M. Russell Center, University of Oklahoma, The Georgia O'Keeffe Museum, Santa Fe; and, Amon Carter Museum, Fort Worth.. His devotion to the history and art of the American West has inspired numerous exhibitions, lectures, and publications.

MUSEUM OF NEBRASKA ART

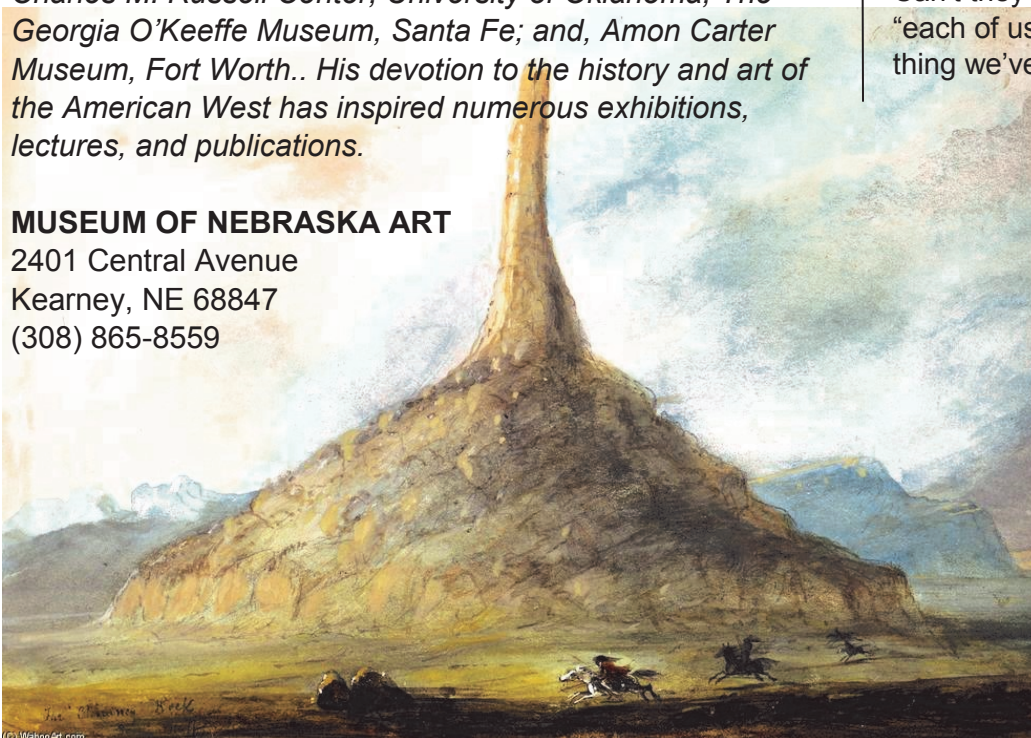
2401 Central Avenue

Kearney, NE 68847

(308) 865-8559

Just Mercy, continue from page 3

especially the poor brown and black kids. On the stand, I've been criticized by prosecuting attorneys for spending too much time getting to know a child. They claim it becomes impossible for me to give an unbiased assessment. All the while, I have to listen to the same prosecutors, who haven't spent one minute talking to the child, describe that young person in harsh and vindictive ways. I've watched incredulously as intelligent and capable prosecutors congratulated themselves with backslaps, high-fives, and shouts of "We won; we did it!" after the jury rendered multiple guilty verdicts on a fifteen year old girl who now faces a life lived primarily in adult prison. While they celebrated, the young woman put her arm over her head and wept. Her family crumbled in defeat, tears, and heartache. Can't the prosecutors see there are no winners in any of this? Can't they see as Stevenson does that "each of us is more than the worst thing we've ever done" (p.17)?



Diversity Connection
SCHOLARSHIP AND GRANT CONNECTION



WWW.EDUCATION.NE.GOV/MCE

Chief Standing Bear Journey for Justice

Deadline: April 1, 2015

TYPE OF AWARD: \$1,500 scholarship

NUMBER OF AWARDS: 2 **Grade levels:** 4-College

Link to forms and criteria:

<http://www.nebcommfound.org/affiliated-funds/find/details/2857/>

<http://www.education.ne.gov/mce>

Awarded by: Chief Standing Bear Journey for Justice Scholarship Fund, an affiliate fund of the Nebraska Community Foundation.

FUNDING USES:

Financial assistance to meet educational goals in higher education of students in need.

GENERAL ELIGIBILITY REQUIREMENTS:

Students who demonstrate qualities of leadership, character and academic accomplishment.

McDonalds' Chief Standing Bear Essay

Deadline: April 3, 2015

TYPE OF AWARD: Kindle e-Reader, Arch card

NUMBER OF AWARDS: 4

Grade levels: Elementary, Middle School, High School and College

Link to forms and criteria:

<http://www.education.ne.gov/mce>

Awarded by: McDonalds

GENERAL RULES:

Each academic level listed has writing and topic requirements.

Winners will be invited to the Chief Standing Bear Breakfast May 2015. McDonald's will publish essays on tray liners and distribute to Nebraska restaurants.

2015 Chief Standing Bear Scholarship

Deadline: April 3, 2015

TYPE OF AWARD: \$2,500 scholarship

NUMBER OF AWARDS: 2

Grade levels: High School Senior/college

Link to forms and criteria:

<http://www.education.ne.gov/mce>

Awarded by: Nebraska Indian Commission

FUNDING USES:

Financial assistance to meet educational goals in higher education of students in need.

GENERAL ELIGIBILITY REQUIREMENTS:

Verification of tribal enrollment, Nebraska resident, essay and application

Young Native Writers Essay Contest

Deadline: April 15, 2015

TYPE OF AWARD: \$2,500 scholarship, trip to Washington, D.C.

NUMBER OF AWARDS: 4 **Grade level:** High School

Link to forms and required writing guidelines:

<http://nativewriters.hklaw.com/>

Awarded by: Holland & Knight

GENERAL RULES:

Write an essay about one or more of the cultural images, symbols, or art forms that have been historically utilized by your community (American Indian, Alaska Native or Native Hawaiian) to serve a specific purpose or to communicate a particular message or value.

Nebraska Office of Violence Prevention Grant Funds

Deadline April 13, 2015

NUMBER OF AWARDS:

Not specified, \$700, 000 total program funds

Link to RFP:

http://www.ncc.nebraska.gov/documents/ovp/2014_OVP_Grant_Application_Instructions.pdf

FUNDING USES:

The purpose of these Nebraska Commission on Law Enforcement and Criminal Justice program funds is to address street and gang violence, homicides and injuries caused by firearms.

GENERAL ELIGIBILITY REQUIREMENTS:

Community and faith-based agencies or organizations, community teams, state agencies, units of local government, school districts, and Indian tribes. Eligible applicants, who are not nonprofit agencies, may contract with nonprofit agencies for the provision of services.

COST SHARE:

Not required, however, strongly encouraged.

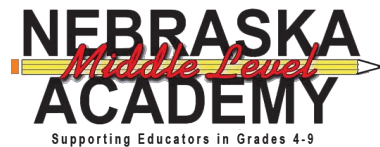


April 27-18. 2015 / Younes Conference Center / Kearney, Nebraska

Registration open: <http://ndeconference.education.ne.gov>

Conference Flyer

<http://www.education.ne.gov/documents/AQuESTTDataConfFlier.pdf>



2015 Award Nominations Now being accepted for:

- Outstanding Teacher Award
- Outstanding Administrator Award
- Alfred A. Arth Outstanding Service Award

Registration is OPEN

Early Bird Registration is now open. Register by April 1, 2015 and the fee is only \$50.00
Administrators attend FREE with two paid teacher registrations.
Registration fee covers: breakfast and lunch each day and all conference materials.

Register online **TODAY!!**

Connect in Education

Mark the date for May 27-28, 2015
Norfolk Junior High School

<https://nmla.shutterfly.com/>



Great Plains Studies and Nebraska
Commission on Indian Affairs
May 14-15, 2015
Lincoln
Register online now
<http://www.unl.edu/plains/2015->



NCSA
**Nebraska Council of
School Administrators**

Administrator's Days
July 29-July 31, 2015
Younes Conference Center,
Kearney NE
Make your reservation NOW

NIEA Convention and Trade Show
October 14-17, 2015
Portland, OR
Registration open April 1



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